

Looking Good, Feeling Good: From the Inside Out – Exploring Bone, Muscle, and Skin		
North Carolina Standard Course of Study – Science: Grades 6, 7, 8		
Lesson	Competency Goal	Description
2, 3, 4, 5, 6, 7	1.01	Identify and create questions and hypotheses that can be answered through scientific investigations.
6	1.02	Develop appropriate experimental procedures for: given questions and student generated questions.
6	1.03	Apply safety procedures in the laboratory and in field studies: recognize potential hazards, manipulate materials and equipment, and conduct appropriate procedures.
6	1.04	Analyze variables in scientific investigations: identify dependent and independent, use of a control, manipulate, describe relationships between, and define operationally.
2, 4, 5, 6	1.05	Analyze evidence to: explain observations, make inferences and predictions, and develop the relationship between evidence and explanation.
2, 4, 6	1.06	Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations: measurement, analysis of data, graphing, and prediction models.
2, 3, 4	1.07	Prepare models and/or computer simulations to: test hypotheses and evaluate how data fit.
2, 3, 4, 5, 6, 7	1.08	Use oral and written language to: communicate findings and defend conclusions of scientific investigations.
3, 4, 5, 6	1.09	Use technologies and information systems to: research, gather and analyze data, visualize data, and disseminate findings to others.
All lessons	4.01	Analyze how human body systems interact to provide for the needs of the human organism: musculoskeletal. (7)
1, 3, 6	4.02	Describe how systems within the human body are defined by the functions it performs. (7)
2, 4, 5, 6	4.04	Evaluate how systems in the human body help regulate the internal environment. (7)
2, 4, 5, 6	4.05	Analyze how an imbalance in homeostasis may result from a disruption in any human system. (7)
4, 6, 7	4.08	Explain how understanding human body systems can help make informed decisions regarding health. (7)

Source: [http://www.ncpublicschools.org/curriculum/ncStandard Course of Study](http://www.ncpublicschools.org/curriculum/ncStandard%20Course%20of%20Study)

All alignments are based on the curriculum standards as of 08/06.

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North Carolina Standard Course of Study – Mathematics: Grades 6, 7, 8		
Lesson	Competency Goal	Description
4, 6	1.01	Develop and use ratios, proportions, and percents to solve problems. (7)
4	1.02	Develop meaning for percents: connect the model, number word, and number using a variety of representations and make estimates in appropriate situations. (6)
4, 6	1.02	Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers: analyze computational strategies, describe the effect of operations on size, estimate the results of computations, and judge the reasonableness of solutions. (7)
4, 6	1.02	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil. (8)
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4, 6	1.04	Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers: analyze computational strategies, describe the effect of operations on size, estimate the results of computations, and judge the reasonableness of solutions. (6)
4, 6	1.07	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil. (6)
4, 6	4.01	Collect, organize, analyze, and display data to solve problems. (7 & 8)
4, 6	5.04	Use graphs, tables, and symbols to model and solve problems involving rates of change and ratios. (6)
North Carolina Standard Course of Study – English Language Arts: Grades 6, 7, 8		
Lesson	Competency Goal	Description
All lessons	1.03	Interact appropriately in group settings by: listening attentively, showing empathy, contributing relevant comments connecting personal experiences to content, monitoring own understanding of the discussion and seeking clarification as needed (6), responding appropriately to comments and questions, offering personal opinions confidently without dominating, giving appropriate reasons that support opinions, soliciting and respecting another person's opinion (7), shares personal reactions to questions raised, gives reasons and cites

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		examples from text in support of expressed opinions, and clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion. (8)
7	1.04	Reflect on learning experiences by: describing personal learning growth and changes in perspective, identifying changes in self throughout the learning process, and interpreting how personal circumstances and background shape interaction with text.
4, 6, 7	3.02	Explore and analyze the problem-solution process by: studying problems and solutions within various texts and situations, utilizing the problem-solution process within various contexts/situations, constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details, and recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. (7 & 8)
4, 6, 7	3.03	Evaluate and create arguments that persuade by: understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest, noting and/or developing a controlling idea that makes a clear and knowledgeable judgment, arranging details, reasons, and examples effectively and persuasively, anticipating and addressing reader/listener concerns and counterarguments, and recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. (7 & 8)
North Carolina Standard Course of Study – Healthful Living: Grades 6, 7, 8		
Lesson	Competency Goal	Description
All lessons	1.01	Use a structured thinking process to make decisions and solve problems. (6)
5	2.03	Evaluate the accuracy and significance of media reports on health and medical research. (8)
6, 7	2.05	Advocate for the importance of early detection and demonstrate the ability to recognize early warning signs of skin cancer. (8)
7	2.06	Appraise personal health status. (8)
6	2.07	Predict the potential personal health consequences of global environmental problems. (8)
6, 7	2.10	Analyze the increase in incidence and mortality of skin cancer over the last several decades and identify methods of prevention. (6)
6, 7	2.08	Evaluate environmental, psychological, and social factors that might affect excessive sun exposure and describe how these factors contribute to the development of skin cancer. (7)
All lessons	3.02	Demonstrate effective verbal and nonverbal communication skills. (6)
4, 5	4.10	Identify physical activities that contribute to maintaining to improving the components of health related

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		fitness (strength, endurance, flexibility). (6)
4, 5	4.10	Analyze and explain the benefits of physical activity (physical, social, and emotional). (8)
5	8.01	Evaluate the benefits and value of various physical activities for personal fitness programs. (8)
4, 5	8.04	Demonstrate the importance and value of regular physical activity. (7)
4, 5	9.01	Explain the importance and implications of the principles of cardiovascular and strength training. (8)
All lessons	10.03	Utilize time effectively to complete assigned tasks. (6)
All lessons	10.04	Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities. (6 & 8)

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